

Utah CCGP: Closing the Gap results Report (Large Group) 2007-2008

School: Park City High School
Target Group: Female Students 10-12 grade

Abstract: One in Four women will or have experienced a sexual assault during their lifetime. This project was designed for the purpose of exposing all female students at Park City High School to a self-defense class entitled Reducing the Odds. The class is specifically designed to teach techniques for interfering with and escaping a sexual assault. The class was offered to all female students and 371 girls attended. Students were given a pre-test followed by a 3 hour instruction period and a post- test. The subsequent data revealed that student improvement, between pre and post- test, ranged from 1%-31% across test questions. Students made an overall 10% gain in their knowledge about sexual assault statistics. Data was not collected measuring actual student mastery of specific self-defense tactics.

Project Description: Our desired goal was to raise awareness for all female students about the risk of becoming a sexual assault victim. We hired a an expert team to facilitate ~~six~~ 3-hour workshops with an average of 62 students in each. Students were given an eleven-question pre- and posttest. The workshop consisted of an informative and empowering lecture presentation and a series of self-defense tactics that were each modeled by presenters and practiced several times by each student. The presenters also offered one evening 90 minute class for mothers and other women in the community. There were eighteen women in attendance for the evening class.

Reducing the Odds Program Pre- Post Test

QUESTION # (True or False)

1. The first semester of college is considered to be the the 3 most dangerous months in a female's life
2. A women is sexually assaulted in the United States every two minutes.
3. Most attacks occur or begin in a public place.
4. It is not possible for a small female to defend herself against a large attacker.
5. Sexual assault will never happen to me or anyone I know.
6. 44% of assaults happen between 13-17 years of age.
7. If you are attacked the best strategy is to comply
8. If someone tries to choke you, grab his or her hand to break the hold.
9. If an attacker has a weapon and demands that you go go with them you need to comply.
10. If you kick, scream, and fight during an attack, you will agitate the attacker and make him or her more nervous
11. Sexual assault can be committed by someone you know, not just by a stranger

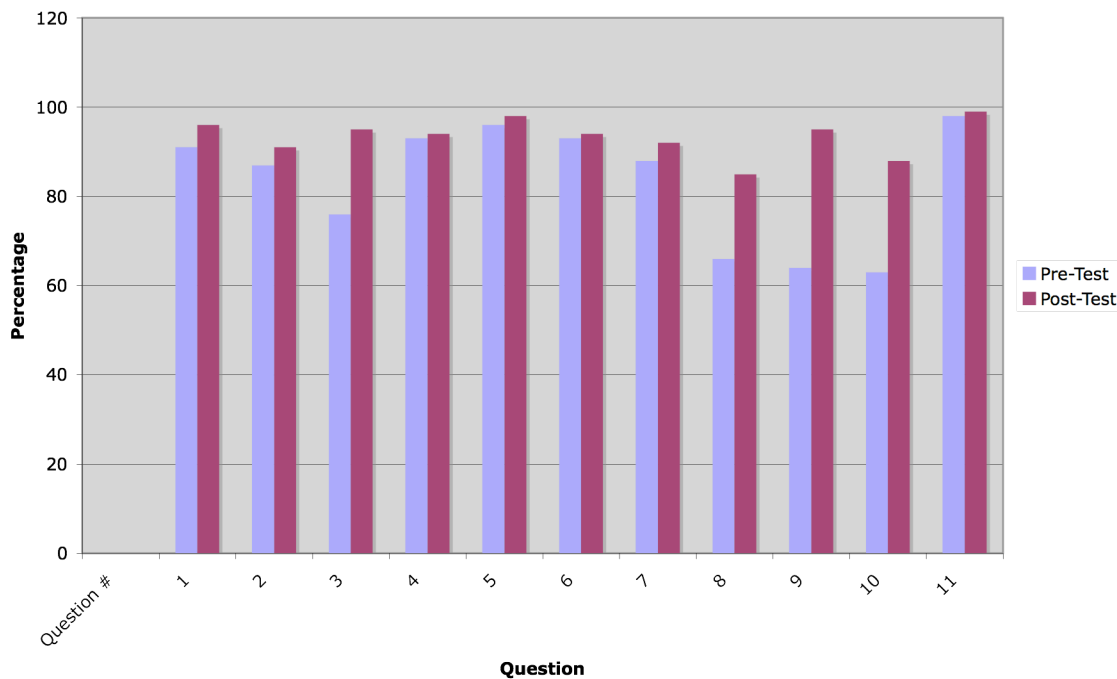
Results:

Pre and Post Test Data: 365 students

Question # and percentage correct

| Question # | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------------|----|----|----|----|----|----|----|----|----|----|----|
| Pre- Test | 91 | 87 | 76 | 93 | 96 | 93 | 88 | 62 | 64 | 63 | 98 |
| Post-Test | 96 | 91 | 95 | 94 | 98 | 94 | 92 | 85 | 95 | 88 | 99 |

Pre and Post Test Data Comparison



Discussion: It appeared, based on pre and post test results, that girls at Park City High School had previous knowledge about questions relating to frequency, location, and profile of sexual offenders, but were lacking knowledge about specific self defense strategies. Overall students reported that they were skeptical at first but very glad that they had the opportunity to participate. In the future it would be helpful to offer an ongoing course similar to the Reducing the Odds Program and evaluate the potential for retaining the specific strategies to decrease the odds of sexual assault for Park City High School women. In order to further evaluate the effectiveness of the program, test questions could be elaborated to reflect more components of the actual workshop. In the future consider more effective advertising to insure better attendance at the evening program.

Utah CCGP- Closing the Gap results Report (Small Group) 2007-2008

School: Park City High School
Target Group: Students at risk of not passing/completing classes
Target Group Selection: Based upon school improvement goal #3:
Support our school wide tracking and intervention program.

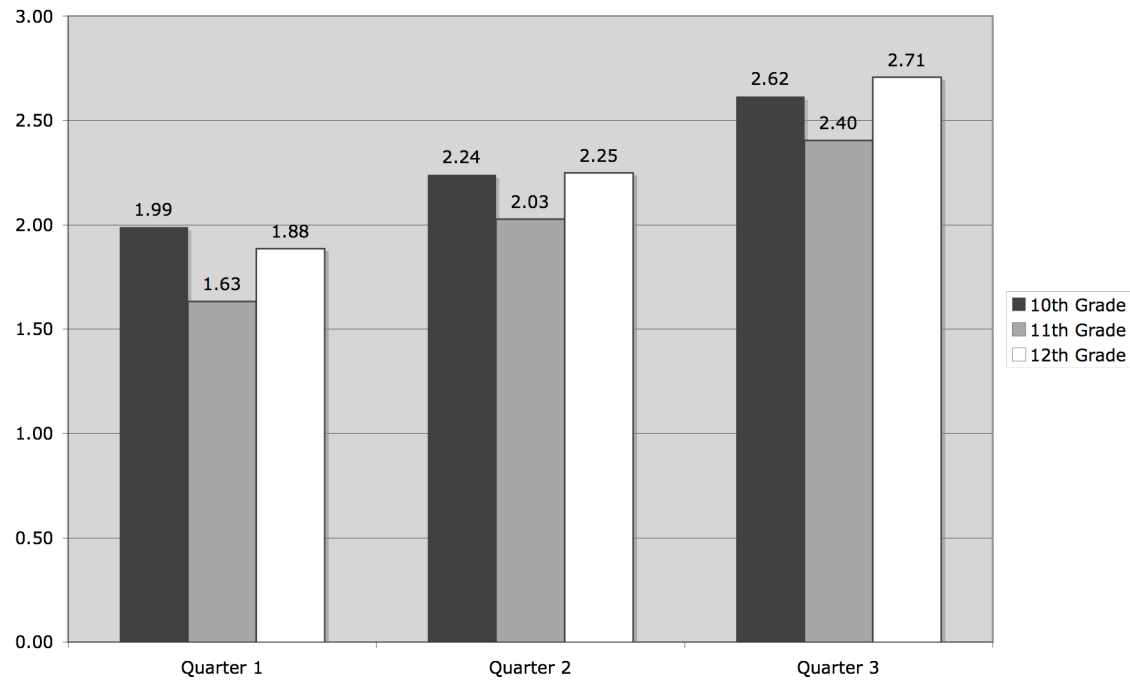
Abstract: We chose to repeat a data project from 2007-2008 in an effort to provide an additional year of data to support and expand our current tracking and incentive program. We want all of our students to graduate and know that they have support from our counselors and our academics count trackers. We chose 50 students that were identified by our collaboration team and our Academics Count trackers. Our counselors set up goals for each student each quarter and met with them a minimum of twice during the quarter to track progress. Students were allowed to choose between several five-dollar gift cards if they were making progress towards and or meeting their goals. We found that 92% of students improved from October to April.

Project Description: Our desired goal is to increase credit earned by students within the school day and to increase student success as measured by grade point average. Our collaboration team and grade level trackers identified students. Our project began in September and continued through March (3rd quarter). Our counselors set goals with each student each quarter to pass their classes and improve their overall GPA. The results were measured by comparing each student's GPA from start to end date. Counselors met to discuss guidelines for goal setting and to establish the minimum criteria of meeting at least twice with each student 2nd and 3rd quarter. If students met their goals, they chose a five-dollar gift card from a wide selection of vendors.

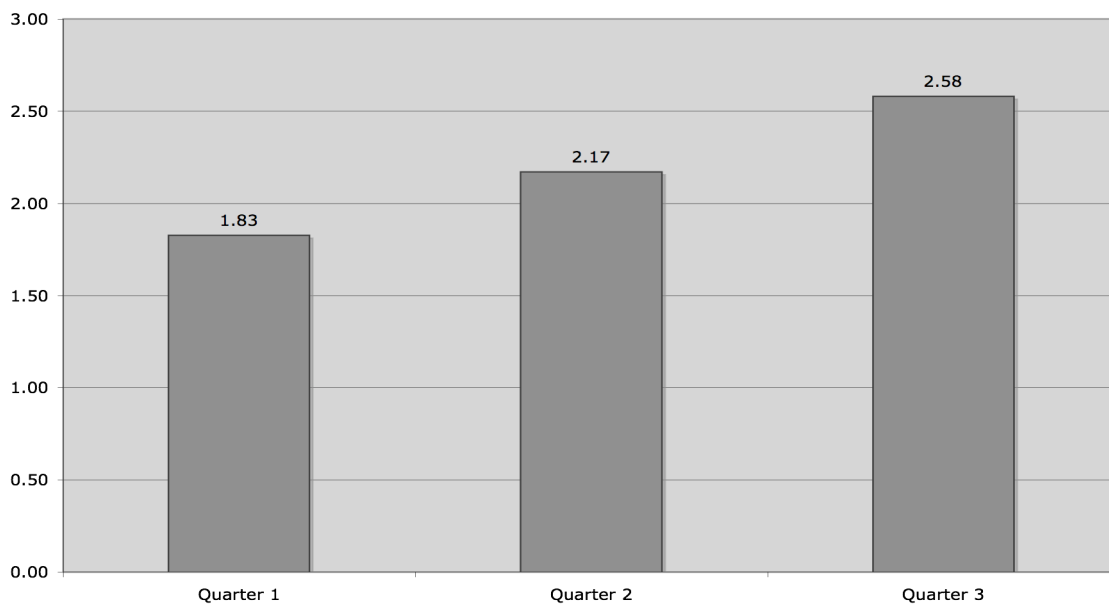
Results:

1. 46 out of 50 (92%) students improved their GPA from September through April.
2. The overall improvement among all grades was .75 (GPA).
3. Sophomores improved their GPA by .72; junior's improved by .77 and seniors by .63.
4. All three grades made gains both quarters.

GPA by Grade and Quarter



Grade Point Average by Quarter - All Grades



Discussion: This data tells us, again, that regular contact and goal setting related to classroom performance is a positive incentive for 92% of the students involved in this project. The contact and follow-up appeared to be more important than the tangible incentive. Many of our students have continued to improve during 4th quarter as well. We were short 2 counselors for the second half of this year and still managed to assist these students that needed an extra incentive to succeed in high school

| Student | Grade | Quarter 1 | Quarter 2 | Quarter 3 |
|----------------|--------------|----------------------|----------------------|----------------------|
| 1 | 10 | 1.80 | 2.20 | 2.30 |
| 2 | 10 | 1.67 | 3.01 | 2.50 |
| 3 | 10 | 3.4 | 3.3 | 3.5 |
| 4 | 10 | 2 | 2.5 | 2.9 |
| 5 | 10 | 1.8 | 1.7 | 2.8 |
| 6 | 10 | 2 | 1.9 | 2.7 |
| 7 | 10 | 2.4 | 2.5 | 2.9 |
| 8 | 10 | 1.6 | 1.8 | 2.8 |
| 9 | 10 | 1.4 | 2.2 | 3.1 |
| 10 | 10 | 2.2 | 2.2 | 2.7 |
| 11 | 10 | 2.8 | 3.8 | 3 |
| 12 | 10 | 2.8 | 2 | 2.8 |
| 13 | 11 | 1.19 | 1.91 | 1.96 |
| 14 | 11 | 2.20 | 1.80 | 2.60 |
| 15 | 11 | 1.56 | 1.83 | 2.38 |
| 16 | 11 | 2.3 | 3.4 | 3.5 |
| 17 | 11 | 1 | 1.6 | 2.3 |
| 18 | 11 | 1.6 | 1.9 | 2.6 |
| 19 | 11 | 1.1 | 2.3 | 2.5 |
| 20 | 11 | 0.7 | 1.4 | 1.4 |
| 21 | 11 | 1.2 | 1.6 | 1.8 |
| 22 | 11 | 2.3 | 2.2 | 2.6 |
| 23 | 11 | 2 | 2.3 | 2.6 |
| 24 | 11 | 2.7 | 2.6 | 3.1 |
| 25 | 11 | 0 | 0.3 | 1 |
| 26 | 11 | 0.5 | 1.1 | 1.5 |
| 27 | 11 | 1.7 | 2.1 | 1.9 |
| 28 | 11 | 3.3 | 3.2 | 3.6 |
| 29 | 11 | 2.4 | 2.9 | 3.5 |
| 30 | 12 | 2.91 | 2.02 | 3.33 |
| 31 | 12 | 1.70 | 1.90 | 2.80 |
| 32 | 12 | 1.86 | 1.90 | 2.38 |
| 33 | 12 | 0.90 | 1.20 | 1.90 |
| 34 | 12 | 1.60 | 2.40 | 2.90 |
| 35 | 12 | 2.5 | 2.8 | 2.1 |
| 36 | 12 | 2.3 | 2.86 | 3.33 |
| 37 | 12 | 2.1 | 2.2 | 2.5 |
| 38 | 12 | 1.3 | 2.8 | 3.1 |
| 39 | 12 | 1.8 | 3.1 | 2.7 |
| 40 | 12 | 2.6 | 3 | 3.3 |

| | | | | |
|-------------------------|----|------|------|------|
| 41 | 12 | 1.7 | 1.5 | 2.5 |
| 42 | 12 | 1.1 | 1.5 | 2.1 |
| 43 | 12 | 2 | 1.5 | 2.7 |
| 44 | 12 | 2.4 | 2.5 | 2.5 |
| 45 | 12 | 2.4 | 2 | 2.7 |
| 46 | 12 | 1.4 | 1.7 | 1.4 |
| 47 | 12 | 1 | 2.6 | 3 |
| 48 | 12 | 2.2 | 1.8 | 2.9 |
| 49 | 12 | 1.2 | 1.9 | 1.7 |
| 50 | 12 | 0.7 | 1.8 | 2.3 |
| Overall Average | | 1.83 | 2.17 | 2.58 |
| Qtrl Avg by Grade Level | | | | |
| 10th grade | | 1.99 | 2.24 | 2.62 |
| 11th grade | | 1.63 | 2.03 | 2.40 |
| 12th grade | | 1.88 | 2.25 | 2.71 |